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ABSTRACT

This guide provides specific information on designing and implementing a reading program. The guide is divided into the following six parts: (1) "Planning for Instruction," including sections on setting ideal goals, establishing a "reality base," and organizing a work flow; (2) "Content Organization," including sections on the structure of reading, using a scope and sequence, and determining the difficulty of materials; (3) "Environment Management," with sections on the organization of materials, and the organization of the classroom; (4) "Effective Teaching," including sections on preparing for instruction, installing independent reading and instructional phases, and responding to learner needs; (5) "Working with Beginning Readers," with sections on using student experiences, teacher-made materials, and available resources; and (6) "Review--The Process in Action," including sections on effective instruction, and a model for teaching and learning. A checklist ("How I Establish a Learning Climate") and a teacher self-checklist are appended. (MM)

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MANAGING YOUR READING PROGRAM

A TOTAL SYSTEM

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Utah System Approach to Individualized Learning (U-SAIL) Project
Salt Lake City, Utah

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Introduction

A person who is functionally literate is able to read. He gets meaning from print on a page and applies the reading skill he has in successfully solving his day-to-day problems which require reading. He can read the newspaper, fill out a form, read a contract, understand a job description, or enjoy a novel. In a society which relies on print for communication, he is able to operate successfully.

The myriads of books, monographs, articles, and other items available in print give the reader a lifetime of learning opportunity and pleasure.

The objective of the teacher is to reach every student and give him experiences which help him to grow. Learners are different in many ways. Providing successfully for these differences requires planning, organization, management, and skillful instruction.

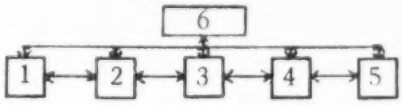
This guide gives specific helps on how to accomplish this.

PLANNING FOR INSTRUCTION

Overview

The first step in teaching reading is to decide what to teach. If you are using the U-SAIL Planning Model, it can help you to do this. It is a simple model which includes six steps and is described below.

Planning Model for Decision Making



1. Identify what would be your Ideal Goals for learners. (e.g. All learners will be able to read accurately.)

2. Screen your Ideal Goals through a Reality Base. Look at your options and constraints. Decide what your real world of teaching is like. (e.g. You have limited time and resources.)

3. Establish Reality Goals based on what you think you can do. At this point, you decide on tentative goals for your students. (e.g. Each learner will be placed where he belongs according to concept mastery and grouping structure needed.)

4. Decide on responsibility for goal completion by setting up a Work Base. (e.g. Determining who will be responsible for completing each task.)

5. Think ahead in terms of reasonable times when objectives can be reached and write a Work Flow. (e.g. By October 1st, all students will maintain an individual record of what they do.)

6. Once decisions are made and work begun; Review, Evaluate, and Revise. (e.g. The time for grouping is changed to September 21st, because new resources will be made available.)

1. Setting Ideal Goals

Ideal goals give you a philosophical foundation for instruction. They are broad statements of belief. These are usually easily agreed upon and go beyond the reality of the classroom to include such statements as: "All students will become individuals who can read whatever they choose to read and enjoy reading as a lifetime experience." These ideal goals give purpose for practice.

2. Establishing a Reality Base

Ideal goals are useful because they give the "why" of instruction, but they must be taken through a reality screen to be useful in teaching. To do this a reality base is established. The options open and the constraints which prevent reaching ideal goals are reviewed. For example, you can provide opportunity for reading, using all the resources you have available as support. These are options. However, you can't guarantee that every student will respond in the same way to your instruction. That is a constraint. Students have varying backgrounds, intelligence, and interests. You have to face the fact that some students may not like reading, will not choose to read, and do not work well independently. These differences make for "reality" teaching challenges. They place you in a position in which you deal with "probabilities" not "absolutes". Establishing your reality base keeps your feet on the ground. Identifying ideal goals keeps you striving for ideals. Both procedures are important.

3. Setting Reality Goals

Once you know where you wish you could take students and have identified the options and constraints to your successfully accomplishing the ideal, you are in a position to set reality goals. These are the goals you will work with every day and include short-term and year-long goals for your students. They include such objectives as, "Every student will be diagnosed in terms of how well he reads and given daily instruction and practice at his instructional and independent reading levels."

4. Establishing a Work Base

Having determined what it is possible for him to "try" the teacher then does a simple task analysis. He decides who will do what under what conditions.

At this point the reality goals are mobilized into action. Tentative tasks to be done and guidelines for work are established to formulate the work base. For example: Reading will include independent student activity. Each student will be responsible for reading independently and recording progress he makes in self-selected material. The teacher will monitor all independent activity and conference with each student about work accomplished.

5. Organizing a Work Flow

In order to insure that tasks get done, time lines are set. These checks provide a work flow. Sometimes they are tentative, but they are very important to the smooth-running operation of the program. For example, students will read independently and record progress every day.

6. Reviewing, Evaluating, and Revising Plans Made

All decisions made are done with the understanding that as teachers and students interact options expand. Thus, plans are always subject to modification, or change, as new data become available. Reviewing, evaluating, and revising of program encourages you to be always thinking of ways to modify and improve instruction.

Summary

Using the planning procedure given, you can assess what you are doing in relation to what you believe "ought to be" or it would be "ideal to be". When your work base and work flow are activated, your goals are set into motion. With possibility for change inherent in this open system, practical but effective goal-directed teaching is possible.

CONTENT ORGANIZATION

Need for Organization

Closely related to planning is organization. *Planning gives us direction: organization helps us get to where we want to go.*

Precision teaching requires first, that what is to be taught is identified, and second, that goals are set to accomplish the task of teaching content outlined.

This necessitates that the structure or framework of the discipline (content area) be studied. Using the structure of the content as a guide, a scope and sequence for instruction is established.

The Structure of Reading

The order in which specific reading skills should be acquired is controversial.

Reading has been separated into two broad categories; decoding and encoding.

Decoding is the process of breaking the code or deciphering what the symbol on a page says.

Encoding is bringing meaning to symbols deciphered.

If you see the word dog and are able to say, "that says dog", you are applying decoding skills. When asked what a dog is, if you reply; "a member of the canine family which comes in many varieties and barks", you are using encoding skills.

The person learning to read builds on the experience base he has. If he has never heard of a dog, he may be able to say "dog" when he sees it in print, but he can't use the word appropriately because it has no meaning to him.

A Foundation for Reading

What then can a teacher do? You build both meaning and vocabulary. You provide an experience base which gives a foundation for reading. You then

structure experiences to insure the building of both decoding and encoding skills.

Because understanding is necessary to reading, listening and speaking cannot be separated from it. In organizing for instruction there should be continuous expansion of the experience base from which a student operates. There should be talk about what is seen, heard, or experienced in any way. Then, when similar experiences are encountered in print, it has meaning.

Using a Scope and Sequence

Reading vocabulary should increase in a logical sequence of difficulty. This requires that learners be given increasingly more difficult material with instruction and practice at each level on which a reader is functioning.

To do this:

a. Identify the decoding and encoding elements (concepts) that make up reading.

b. Determine a tentative teaching sequence within the decoding (word attack) skills and within the encoding (comprehension) skills.

c. Use the scope and sequence identified as your teaching reference. The scope and sequence may or may not have already been identified by your district.

To help you with this phase, the following pages provide three samples of how reading may be organized. Notice that Form I is a very general conceptual framework and that there is a simple alphabetical and number code to identify the major concepts under five broad headings. It is a useful introduction to the elements of reading.

Form II identifies specific elements (concepts) under major concepts, adds a number to the simple code, (Initial Consonants is CN-1; Final Consonants is CN-2) and labels the specific elements, (CN-7 Consonant Digraphs (ch, ng, ph, sh, tch, th, wh). It is a practical tool for everyday reference.

Form III is a very specific organization of concepts for use in detailed filing of materials, etc.

All three forms are based on the same general categories. Each serves a different function.

U-SAIL READING CONTINUUM

An Introduction to Reading Concepts

SOUND-SYMBOL RELATIONSHIPS (Phonology)

LM	Letter Mastery
CN	Consonants
VO	Vowels
WE	Word Endings
GE	Phonetic Generalizations

STRUCTURAL ANALYSIS (Morphology)

IF	Inflectional Forms
DF	Derivational Forms

VOCABULARY

SW	Sight Words
CC	Context Clues to Meaning
WM	Word Meaning
OL	Origins of and Changes in Language

COMPREHENSION

ND	Noting Details
MI	Main Idea
LS	Logical Sequence
CT	Critical Thinking and Creative Thinking

FUNCTIONAL READING

PB	Properties of a Book
DS	Dictionary Skills
MC	Media Center
OR	Oral Reading
SR	Silent Reading
AI	Appreciation and Interest
ST	Study Techniques

U-SAIL READING CONTINUUM
A Teaching Reference

SOUND SYMBOL RELATIONSHIPS (Phonology)

- **LM** Letter Mastery
  - LM-1 Naming (Capital and Lower-case)
  - LM-2 Writing (Capital and Lower-case)
  - LM-3 Visual Discrimination
  - LM-4 Auditory and Visual Discrimination
  - LM-5 Usage of Letters in Writing
- **CN** Consonants
  - CN-1 Initial Consonants
  - CN-2 Final Consonants
  - CN-3 Medial and Double Consonants
  - CN-4 Initial Blends (bl-br-cl-cr-dr-dw-fl-fr-gl-gr-pl-pr-sc-sl-sm-sn-sp-st-sw-tr-tw)
  - CN-5 Three-letter Blends (chr-sch-scr-spl-spr-squ-thr)
  - CN-6 Final Consonant Blends (ld-lk-mp-nd-nk-nt-sk-st)
  - CN-7 Consonant Digraphs (ch-ng-ph-sh-tch-th-wh)
  - CN-8 Variant Consonants (gh-gn-kn-qu-wr-c-g-s-x)
- **VO** Vowels
  - VO-1 Short Vowels
  - VO-2 Long Vowels
  - VO-3 Vowel Digraphs (ai-ay-ea-ey-ie-oa-oe-ow)
  - VO-4 Vowel Diphthongs (au-aw-ew-ey-oi-oo-ou-ow-oy-ue-ui)
  - VO-5 Variant Vowels (al-au-aw-ar-er-ir-or-ur-schwa)
  - VO-6 Vowel Discrimination
- **WE** Word Endings
  - WE-1 Rhyming Word Endings
  - WE-2 Phonograms (ough-ought-ight-ear-at-ill-ame-etc.)
  - WE-3 Word Ending Syllables (le-ble-dle-ple-tle-ten-tion)
- **GE** Phonetic Generalizations
  - GE-1 Generalizations

STRUCTURAL ANALYSIS (Morphology)

- **IF** Inflectional Forms
  - IF-1 Verb Forms (s-ing-ed-n-en-irregular s-es)
  - IF-2 Noun Forms (plural forms, s-es: change y to i + es, change f to v + es, irregular forms)
    Possessive Forms
    Plural Possessive Forms
  - IF-3 Adjective Forms (er-est-etc.)
  - IF-4 Adverb Forms (er-est-ly-ful-able)
- **DF** Derivational Forms
  - DF-1 Prefixes
  - DF-2 Suffixes
  - DF-3 Root Words
  - DF-4 Compound Words
  - DF-5 Contractions
  - DF-6 Syllabication
  - DF-7 Hyphenated Words

VOCABULARY

- **SW** Sight Words
  - SW-1 Sight Words (Readiness)
  - SW-2 Basic Sight Words
  - SW-3 Expanded Sight
- **CC** Context Clues
  - CC-1 Context and punctuation clues to meaning
- **WM** Word Meaning
  - WM-1 Pronouns
  - WM-2 Prepositions
  - WM-3 Dictionary Meanings
  - WM-4 Syllabication and Accent for Meaning
  - WM-5 Meaning of Prefixes and Suffixes
  - WM-6 Multiple Meaning Words
  - WM-7 Antonyms
  - WM-8 Synonyms
  - WM-9 Homonyms
  - WM-10 Homographs
  - WM-11 Homophones
  - WM-12 Transition Words
- **OL** Origins of and Changes in Language
  - OL-1 Borrowed Words
  - OL-2 Meaning Changes (slang usage)
  - OL-3 New Words in the Language

COMPREHENSION

- **ND** Noting Detail
- **MI** Main Idea
- **LS** Logical Sequence
- **CT** Critical and Creative Thinking

FUNCTIONAL READING - LOCATION AND STUDY SKILLS

- **PB** Properties of a Book
- **DS** Dictionary Skills
- **MC** Media Center
- **OR** Oral Reading
- **SR** Silent Reading
- **AI** Appreciation and Interest
- **ST** Study Techniques

U-SAIL READING CONTINUUM
A Detailed Reference for Filing

Form III

SOUND-SYMBOL RELATIONSHIPS (Phonology)

LM Letter Mastery
- LM-1 Naming (Capital and Lower-case)
- LM-2 Writing (Capital and Lower-case)
- LM-3 Visual Discrimination
- LM-4 Auditory and Visual Discrimination
- LM-5 Usage of Letters in Writing

CN Consonants
- CN-1 Initial Consonants
- CN-2 Final Consonants
- CN-3 Medial and Double Consonants
- CN-4 Initial Consonant Blends
- CN-5 Three-letter Consonant Blends
- CN-6 Final Consonant Blends
- CN-7 Consonant Digraphs
- CN-8 Variant Consonants

VO Vowels
- VO-1 Short Vowels
- VO-2 Long Vowels
- VO-3 Vowel Digraphs
- VO-4 Vowel Diphthongs
- VO-5 Variant Vowels
- VO-6 Vowel Discrimination

WE Word Endings
- WE-1 Rhyming Word Endings
- WE-2 Phonograms
- WE-3 Word Ending Syllables

GE Phonetic Generalizations
- GE-1 Generalizations

STRUCTURAL ANALYSIS (Morphology)

IF Inflectional Forms
- IF-1 Verb Forms
- IF-2 Noun Forms
- IF-3 Adjective Forms
- IF-4 Adverb Forms

DF Derivational Forms
- DF-1 Prefixes
- DF-2 Suffixes
- DF-3 Root Words
- DF-4 Compound Words
- DF-5 Contractions
- DF-6 Syllabication
- DF-7 Hyphenated Words

VOCABULARY

SW Sight Words
- SW-1 Readiness: Sight Words
- SW-2 Basic Sight Words
- SW-3 Expanded Sight Vocabulary

CC Context Clues to Meaning
- CC-1 Context and Punctuation Clues to Meaning

WM Word Meaning
- WM-1 Pronouns
- WM-2 Prepositions
- WM-3 Dictionary Meanings
- WM-4 Syllabication and Accent for Meaning
- WM-5 Meaning of Prefixes & Suffixes
- WM-6 Multiple Meaning Words
- WM-7 Antonyms
- WM-8 Synonyms
- WM-9 Homonyms
- WM-10 Homographs
- WM-11 Homophones
- WM-12 Transition Words

OL Origin of and Changes in Language
- OL-1 Borrowed Words
- OL-2 Meaning Changes
- OL-3 New Words in the Language

COMPREHENSION

ND Noting Details
- ND-1 Readiness: Pictures and Listening
- ND-2 Details in Text
- ND-3 Details from Graphic Aids
- ND-4 Analytical Level

MI Main Idea
- MI-1 Readiness: Pictures and Listening
- MI-2 Main Idea from Factual Material
- MI-3 Main Idea from Fiction

LS Logical Sequence
- LS-1 Readiness: Pictures and Listening
- LS-2 Following Directions
- LS-3 Organizational Sequence

CT Critical and Creative Thinking
- CT-1 Drawing Inferences
- CT-2 Classification of Ideas
- CT-3 Predicting Outcomes
- CT-4 Seeing Cause and Effect
- CT-5 Drawing Conclusions
- CT-6 Figurative Language
- CT-7 Creative Thinking

FUNCTIONAL READING

PB Properties of a Book
- PB-1 Care and Identification
- PB-2 Designers of Books
- PB-3 Location of Information

DS Dictionary Skills
- DS-1 Alphabetizing
- DS-2 Entry Words
- DS-3 Guide Words
- DS-4 Pronunciation and Diacritical Marks

MC Media Center
- MC-1 Knowing the Media Center
- MC-2 Arrangement & Location of Materials
- MC-3 Use of Reference Materials
- MC-4 Using & Caring for Media

OR Oral Reading
- OR-1 Skills of Oral Reading
- OR-2 Uses of Oral Reading

SR Silent Reading
- SR-1 Mechanics of Silent Reading
- SR-2 Increasing Reading Rate

AI Appreciation and Interest
- AI-1 Recreational Reading
- AI-2 Solving Personal Problems
- AI-3 Literary Appreciation

ST Study Techniques
- ST-1 Study Techniques
- ST-2 Problem Solving Techniques
- ST-3 Speeded Skills

Using Reading Terms

Reading teachers differ in the way they use terms. Some prefer the term "word attack skills", others, sound-symbol relationship or phonology. The important thing is for you to identify the terms you are most comfortable with and then teach with them.

Determining the Difficulty of Material

Precise prescription requires that a teacher know how to identify the level of difficulty of materials.

Reading materials are organized in basal systems from beginning simple materials (pre-primers), primer, 1.0, 1.5 to difficult to read materials 10., 11., 12., etc. How this is done is based on readability formula use. These formulas include review of:

- sentence length.
- syllable count.
- complexity of thought.

Several formulas are available. The Lorge, Dale-Chall, Spache, Fry, and Flesch are some of them. Any one is a valuable tool. None pretend to be an absolute key.

Readability of General Reading Materials

In most basals, the readability is carefully controlled. In other reading materials it is not. Many authors vary reading level as they write. Because of this, it is important to sample a text, novel, article, etc., in several places before predicting its reading level. If there is a variation between sentence length and syllable count, keep in mind that syllable count is the most important. Many books written for beginning readers include long sentences. In these the syllable count is usually controlled.

Using a Readability Formula

You can use any of the formulas available or a modification of one. A simple, quick method follows:

- Count 100 words. Mark your place. Next count the number of syllables in the 100 words you have identified. You will then have the syllable count per 100 words.

- Look at the chart (based on the Flesch, Fry, and Dale-Chall) which follows. Match the syllable count with grade level designated.

- Do not count proper names, names of places or foreign words.

- After a word appears once in a selection, use the word in the total syllable count as a one-syllable word.

- Except in levels one and two do not include word endings, e.g., es, ing, ed, est, in the syllable count.

- Ignore sentence length raw data. Review sentences in terms of flow of ideas and conceptual abstraction.

Grade Level	Syllables per 100 Words	
1	100-104	
2	105-109	Easy and
3	110-114	Controlled
4	115-122	↑
5	123-130	|
6	131-138	|
7	139-146	|
8	147-150	|
9	151-154	|
10	155-158	|
11	159-162	|
12	163-166	↓ Difficult
13-16	167-191	
17	192-	

Remember, there is not an absolute key to reading difficulty. A readability index can guide the teacher and give a good estimate of reading difficulty. The important thing to remember is to build consistently from use of simple to increasingly difficult materials.

Extra Guidelines

- Don't try to use a readability formula with poetry. They are meant to be used with prose only.
- Be wary of collections. They vary in difficulty throughout a book.

Writing for Readers

1. Be sure that when you write, you keep your reading audience in mind.

2. Rewrite materials at your learner readers' levels. This will increase your library.

3. When writing instructions, always write at your students' independent reading levels. Instructions that can't be read, can't be followed.

Summary

In order to organize content effectively for teaching reading,

a. know the structure of the discipline. (What makes up reading.)

b. identify the concepts required to decode and encode.

c. identify a tentative sequence for teaching.

d. determine difficulty levels of material.

Organization of Materials

1. Establishing a File

   Once you are familiar with what is to be taught, materials for instruction need to be organized. Creating a file especially for reading can help. Such a file is most efficiently used when it is organized by concept. Then materials can be added as you get additional resources.

2. Assembling Materials

   a. You need to include multi-graded materials which will help you with:

      (1) Assessment -- (pre, interim, post). Remember that often the same materials may be used for testing as well as practice.

      (2) Teaching -- suggested ways to teach.

      (3) Student practice and application.

3. Coding Materials

   Coding all materials filed will improve your efficiency. This makes immediate accessibility of materials possible. For example: Vowel digraphs, (VO-3) could be coded VO for vowel and 3 for the third concept under vowels. See forms on pages 6, 7, and 8 for coding suggestions. Put the code in the same place on each activity. Then, you will be able to tell at a glance the purpose for each piece of material you have. Activities (commercial or teacher-made) are filed.

4. Assembling Student Practice Materials

   a. Concrete Activities

      Students grow from where they are. This means that concrete vivid experiences are essential. Pictures and objects can provide necessary bridges to printed symbols. Each file should include some of these.

b. Reinforcement Activities

After instruction is given, specific skills need to be practiced. Materials which provide for this are essential.

c. Application Activities

Activities which give students opportunity to use what they know are needed. These should be at a student's independent working level.

Organization of the Classroom

The challenge is for you to create a reading environment in which the message to the learner is that reading is important. This can be done in a variety of ways which are described as follows:

Having Materials Available

Have reading materials in the room or area which vary in difficulty and cover a wide range of interests. This may include:

- trade books on multi-difficulty and interest levels, checked out from the school and/or public libraries. This supply can be rotating and should be as large in number as possible.
- basal texts or other developmental material on many reading levels.
- mini-books made from magazines, discarded readers, etc.
- encyclopedias, dictionaries and other reference books.
- filmstrips, films, records, tapes, etc.
- computer programs.

Having a Reading Environment

1. Establish areas or centers in the classroom for reading. In addition to your room library, these may include places for such activities as:

   - research
   - browsing and reading
   - buddy reading
   - practice of skills
   - oral reading with tape recorder, tapes or phonograph
   - small group reading experiences

2. Have places identified for special purposes:

   - materials and files
   - audio/visual equipment
   - student records, data sheets, and work to be kept (use of two or three mini-files is suggested)
   - make-up work, extra credit, etc.

3. Arrange furniture and other realia to enable large group, small group, or individual activity to occur without confusion. Organize space to be functional and flexible.

4. Organize your room so that it highlights reading through use of charts, book jackets, labels, bulletin boards, displays, etc.

5. Provide for as physically attractive, safe, and comfortable an environment as you can.

Keeping Track of Students

Each teacher needs a system for keeping accurate day-by-day records of what is happening in the classroom. This includes both student-kept and teacher-kept records of progress being made.

Student Records

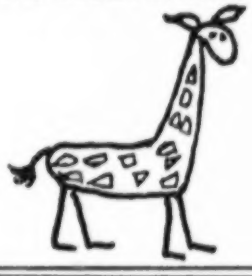
Each student needs to feel successful and know what he has accomplished. Keeping track of his own progress in his independent reading can give him feedback and help build individual responsibility and independence.

To begin this process, first identify a place where student-kept records (retrievals) will be kept. For elementary students a file in the room is practical, for secondary students a file in the room or a space in their looseleaf are options. Next, make an individual record form for each student. You should include on the form data about what is independently read each day. Space for the name of student, date, name of book, number of pages read, comments about reading done, and time spent reading may be provided.

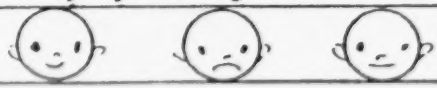
Teachers may design their own forms or modify an existing one. It is recommended that beginning readers start with a simple form in which no comment is required. Records kept by advanced students should always include space for student inputs. Some model forms follow:

A form for beginning readers.

Name _____

Books about people												
Books about animals 												
Books about machines												

Name

Date	Book I am reading	Pages I read today	Circle the right answer Today my reading was:
			
			fast - slow - just right
			short - long - just right
			funny - sad - so-so
			quiet - not quiet -
			a happy time not a happy time
			when I worked hard when I didn't work hard
			felt good about myself felt I should try harder
			interesting not very interesting
			too fast - too slow just right

I have conferenced with my teacher ☐ yes ☐ no

My teacher says _____

_____

A form for early primary grades.

A form for late primary and early intermediate grades.

NAME _____

READING RECORD

DATE	Name of Book	Page # Start	Page # End	Comments

A form for middle school, junior and senior high students.

DAILY READING RECORD

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

TOTAL PAGES READ ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

Date ____ Title ____ Pgs ____ Time ____
Comment ____

TOTAL PAGES READ ____

A form for junior and senior high students to go along with the daily reading record.

CUMULATIVE READING RECORD

Author	Title	Publisher	Copyright date

Author	Title	Publisher	Copyright date

Management Helps

1. If folders are used, staple the first individual student record into each file folder. This will help prevent loss of records.

2. When one record sheet is completed, add a new retrieval sheet and staple it on top of the previous one. This will give a complete on-going record of books read.

3. Keep all work completed in the individual student's folder, including skill drill, practice sheets, basal reader assignments, etc. This will give proof of completion and back-up data for use in giving specific student assistance.

4. If folders are utilized, avoid keeping them in student's desks. Place them in small boxes or files places strategically around the room for ease in accessibility. (Provide at least two or three boxes for this.)

5. Write teacher comments or initial on the student's retrieval each time a record is checked. Ongoing feedback helps both you and the student.

Teacher Records

As a teacher you need to know where each student is, how well he reads, what skills he knows, and what next to provide for him. This must be a simple system which gives you immediate feedback and helps with making decisions about learners. A group progress record of concepts to be taught and mastered can be organized on either a large grid, in a looseleaf notebook, or a teacher's roll book. The important thing is that data included should be data which will help you to prescribe accurately for students. Usually teachers list decoding concepts across the top of the grid or page and add the names of students along the page side. They then mark each concept as it is mastered with a slash mark or other marking procedures. Whatever system is used in marking, you should remember that a skill marked as mastered needs to be reviewed. Mastery is not necessarily permanent.

Note: Whether or not encoding skills are included is a teacher's choice. However, while decoding skills can be mastered, encoding skills are only mastered according to level of difficulty and content. This makes them extremely difficult to evaluate. It is suggested that encoding or comprehension skills be directly and conscientiously taught, constantly monitored, and application made daily.

Summary

Effective environment management necessitates that you:

1. Identify and organize reading materials to be used for instruction.
2. Design efficient management procedures.
3. Organize a functional and flexible physical environment.
4. Design an ongoing system for keeping an accurate record of individual progress to include both teacher-kept group records and student-kept records.

Preparing for Instruction

Establish an environment which is both accepting and expecting. Both are important. Students must feel that they are unique and important. They need also to realize that school is a place to learn--where expectations are fair but real. This includes:

1. Managing the Classroom

   This involves how you "operate" your classroom. You need to set guidelines in terms of kinds of activity, use of space, time, and materials which are possible in your room. These should be simple, clear, and fair.

   Clearly outline the expectations for classroom decision making. "These are things we'll do--these are things you'll choose--this is what our room will be like in terms of what we do, how we do things, when we do things, and who does what, when."

   Arrange space in terms of:

   - different grouping possibilities. Place furniture so that student movement is possible for large group, small group, or independent activity without disruption of on-going activity or undue noise.

   - student movement--make it possible to move from one spot to another to get materials or join groups without disturbing others.

   - activity diversity--organize materials into areas, corners, spots where students can work uninterrupted.

   - teacher visibility--organize with low dividers, etc. Supervise more than one activity at once. Remember, no matter what independent or group arrangements are, the teacher always has responsibility for the total group.

   - student interests--create places where students can share what they are doing or have done.

2. Knowing Students

Get acquainted with students. Continue to learn as much as you can about each learner. How you feel about a learner affects how he performs.

3. Establishing a Success Climate

Establish a success climate--(failure is a part of this, but failure should be only over things a student can control, such as failure to follow through with a task.) Set a cause/effect atmosphere. If this happens, the results will be--problem solving begins when school begins. Program should reflect this.

Familiarize the learner with his school environment. Leave as little to "guessing" as possible. Remember that school is not preparation for life. It is a vital part of a student's life.

Beginning Instruction

Begin the first day with your program. Make the experience a general review with group or informal small group activity. Then move into curriculum content with more focus.

Responding to Learner Needs

Remember that learning is a personal experience. Your task is to provide the most nearly appropriate reading task you can for learners. This means that, realistically, you assess your own strengths, your learners needs, the resources available, and the time you have. Then, you match, as nearly as you can, appropriate tasks with learners.

The procedures which follow will help you to succeed.

Installing an Independent Reading Phase

The first step is to install an independent reading phase. Because each student can be placed almost immediately in appropriate material, the independent phase of your program is a natural place to begin. This can form the heart of your reading program.

Student Involvement

To help students become personally committed to "trying":

- Establish independent reading as an important way in which reading is practiced.

- Establish guidelines for student behavior during independent reading.

  -- Indicate that reading will occur and that each student will have access to reading material and will have opportunity to read daily.

  -- Make it clear that reading selected needs your approval, but should reflect the student's interest, and his choice, within limits.

- If a student can't or doesn't choose, you then have a student read what is assigned, choose one of two assigned, or choose among several assigned.

- Reading done should be documented. Remember, an on-going detailed record should be kept which includes the date, the title of the reading material, the page begun, the page stopped, some record of student input about his experience for that day, and, for advanced students, a record of time spent. This is used by the student and by you as a data base for making decisions. It should be kept in a location in which there is constant access for the learner and for you.

- Independent reading is an excellent vehicle for teaching independence and responsibility. It should not be abused. It is not free reading.

- Independent reading assigned for the first 5-10 minutes of a fifty-minute period provides a needed "settling-down" and set-the-stage for learning time. It also allows monitoring time to spot-check student progress and application of language arts skills learned.

Teacher Involvement

Establish guidelines so students will know what your role is.

- You monitor all activity and recommend that reading, and no other kinds of activity, outside of the language arts related area occur during reading time. (Some time everyday, varying with the age of the student, interest span, etc. should be spent in independent reading.)

- You provide materials or opportunity to get materials for reading.

- You function as a teacher-counselor and monitor during independent reading activity to those who are reading.

- You work individually with one student and/or have small instructional groups while others read or work at other language arts related tasks.

- You hold group and/or individual conferences while others read or work at other language arts related tasks.

- You work with sub-skill groups while others read or work at other language arts related tasks.

Establish guidelines for the daily reading record.

- When independent reading will occur (e.g., daily, at beginning of class, etc.).

- When to record data on the record (e.g., date, page started, title, time started before reading, time ended and comment after reading).

- Where record is placed during reading time (e.g., open on desk to facilitate monitoring, marking).

- Where instruction for comment response will be posted.

- Why the comment is critical:

-- requires student generation of communication skills.

-- gives data for on-going assessment, next steps, and conferences.

-- provides affect data as well as cognitive data.

Examples of instructions to illicit comprehension and thinking skills and to hold students accountable follow:

COMPREHENSION (Cognitive)

1. Noting Detail
   a. Describe the setting of the story.
   b. Describe the main character.
   c. Write a fact or something you learned from reading the story/article.
   d. Describe a minor character.
   e. List the names of the characters and tell who they are.
   f. Tell the time the story takes place.
   g. Briefly describe one incident.
   h. Describe the mood of the selection.
   i. Describe one character's mannerisms and speech.

2. Main Idea
   a. In one sentence, write the main idea of what you read today.
   b. Summarize what the main idea of the story is to date.
   c. Describe the problem or dilemma the main character faces in the story to date.

3. Sequence
   a. Describe what happened in the part you read today.
   b. List in order three things that have happened to the main character so far.
   c. List two events that lead to the climax.

4. Inference
   a. Write what you think will happen next.
   b. How do you think the story will end?
   c. Describe how the main character solves problems.
   d. Compare the likenesses and differences of two characters in the story.

e. Detail a character trait and cite something the character does or says to support the trait.
f. Tell whether this story could happen here and now.

VOCABULARY

1. Note and define a word new to you learned from your reading.

2. Note and define a special word or expression used by one of the characters.

ENJOYMENT (affective)

1. Describe how you felt about what you read.

2. Tell why you think this story would appeal to others.

3. Designate the kind of person you think would most like to read this selection.

WRITING SKILLS

1. Write a simple sentence about one of the characters.

2. Write a compound/complex sentence about the main character.

3. Describe the setting of the story using at least two adjectives.

It is important to remember that directed, structured comments provide excellent assessments of whether or not students are able to apply skills taught and practiced. Therefore, you can provide opportunity for students to apply skills, determine if skills are "set", or whether there is a need to reteach or reinforce a concept.

Feedback Management

Teaching accuracy requires that you use feedback effectively. This can be done by monitoring what students do and changing procedures as needed, reviewing all written records kept, conferencing informally and formally with students, and grouping and regrouping, or teaching on a one-to-one basis as needs are identified.

Application Activity Management

Application activities are emphasized. Sharing opportunities of some kind are organized for effort made. Formal book reports are de-emphasized in favor or more personalized and motivating approaches. Reinforcement (social rewards, praise, etc.) is given for work done.

Installing an Instructional Phase

Most teachers prefer to start instruction after their independent reading program is established. This is a teacher option. Your goal is to develop students' abilities to read with steadily increasing proficiency.

Determining Students' Reading Levels

You can accomplish this by first finding out where students are in reading achievement and then proceeding to teach. To do this you need to determine the three general levels of reading ability of each student. Tools to help you do this include informal reading inventories, commercial tests (Gates, McGinnite, etc.), book series' tests, (Houghton, Mifflin, etc.), teacher-made instruments using the Cloze technique. An informal reading inventory is a good technique, and how to use one follows:

Using Informal Inventories

An informal reading inventory is a quick but reasonably accurate device to use to determine what the learner's levels of reading ability are. It will help you because:

- It tests actual materials being used in the classroom.
- It is easily administered.
- It is quickly scored.
- It identifies specific pupil strengths and weaknesses.

It will give you an indicator of the learner's:

- instructional reading level.
- independent reading level.
- frustration level in reading.

It will help you select:

- appropriate reading materials for the learner.
- precise prescriptive skill materials.

Preparing an Informal Inventory

Materials for informal reading inventories are selected from readers, content-area textbooks, or other sources which are graded according to levels of reading difficulty.

In preparation for testing students, a selection for oral reading is taken from the book chosen for each level.

Approximately 100 running words of narrative representative of the reading difficulty of the book is selected. (Some informal reading inventories include fewer words than this for beginning readers and more words for mature readers. The important thing is to have sufficient material to make an accurate diagnosis.)

Questions to indicate the learner's comprehension skill at each level are prepared.

Administering an Informal Inventory

- Administer the inventory individually to each student.
- Introduce the selection to be read and explain any proper names.
- Have the student read the first line orally to get an idea of the difficulty of the material for him.
- Have the student read the material silently.
- Have the student read orally and record the number of word attack errors made.
  - -- If the student cannot go on without help, pronounce the word.
  - -- If the student corrects himself or herself and goes on, don't count an error.
- When he or she completes reading, ask comprehension questions and record errors.
- If the student makes more than one error in word attack for every 20 words of reading, go to the next lower reading level and repeat testing.
- Continue testing until the level where the student reads with accuracy and adequate comprehension is found.

Determining the Learner's Reading Levels

Independent Reading Level

When the student reads with at least 98% accuracy in word attack (no more than 2 errors every 100 words) and has good comprehension of what is read, this is his independent reading level. At this level, the student is able to read for enjoyment and "information getting" without your help.

Instructional Reading Level

When the student reads with 95% accuracy (no more than 5 errors for every 100 words) and has good comprehension, this is his instructional level. At this level, you can give purposeful instruction and the student will learn with challenge but not frustration.

Frustration Level

When the student cannot read with the accuracy described for instructional reading, he has reached the frustration level. Successful learning is usually not possible at this level.

Management While Testing

In your classroom you can make this a simple procedure. Bring a small group of students together, using any criteria for selection you wish--color of clothes, interest, rows, etc. Ask them to bring their independent reading with them to the group. Once the group is formed, you can administer the inventory to each individual student, while the others are reading their selected materials.

As each inventory is completed, you record the instructional reading level of each student. Most teachers prefer to do this in pencil because it will change.

In a junior high or secondary school setting, time is a constraint and generally speaking only "special" or challenging students are tested in this way.

Remember, a success climate is important. It is better to start with simple material and build an "I can" feeling rather than to start with too difficult material and create a failure situation.

Instructional Phase Activity

Once levels are established, instruction can begin. This may be on an individual or group basis. You select the reading material to be used and kinds of activity to be provided. These are at the students' instructional reading level.

The instructional experiences will include:

- teaching sessions.
- conferencing with individuals and small groups.
- monitoring of on-going assignments.
- making of assignments.
- sharing activities.
- administering tests.
- as needed, marking your group retrievals.

Providing Time for Reading

It is important that students read every day. One of the most important management factors in teaching reading is organizing the day to include ample time to read.

Students need instruction, practice, application, and feedback opportunities. This takes time. How much time is necessary is determined by student and teacher judgment. For primary children, activities are varied and language arts experiences spread throughout the day. Because of the content load in other areas, for intermediate and secondary learners, time is more definitive.

Time should be organized in flexible enough patterns to allow the slower student time to complete tasks and to encourage all students to "get lost" in reading independent materials they have had a part in choosing.

Time alone will not insure your program's success, but time organized and structured by the teacher to include the quality experiences needed for students is essential.

Summary

Teaching reading effectively requires:

- establishing and maintaining effective classroom management.
- an on-going student independent reading program.
- focused teaching.
- on-going teacher and student feedback systems.
- on-going teacher/student conferencing.

WORKING WITH BEGINNING READERS

If you are a teacher of beginning readers, resources to use in an independent reading strand are sometimes difficult to acquire. You may have wondered how to get hold of sufficient numbers of books or booklets to make it workable. There are now, commercially, many such items but budgetary constraints may make that solution impossible. If so, a few suggestions follow wherein such a library might be generated.

Using Student Experiences

Capitalize on actual situations to create language experience booklets.

1. Have learners dictate their stories to you or someone else.

   - Use a primer typewriter or hand manuscript these.
   - Type or write one sentence on the bottom of the page.
   - Leave the rest of the area for the child to illustrate.
   - Explain that you are an editor. The editor helps the student to use:

     -- words in their reading vocabulary.
     -- short sentences.
     -- high frequency words.
     -- repetitive phrases.

   - Ask student to give his/her story a title. This helps teach the idea of main idea.

     -- Make a cover sheet for a story with the student highlighted as the author.

   - Have students illustrate their work as part of their activity during reading time.

2. Use language experience "units" with all students participating. This will help create a library in a short time.

   - Continue to add other stories as students have experiences to share. (To help manage activity use sign-up sheets.)
   - Encourage students to write books using "springboard" motivators.
   - Write a sequel to a classic (i.e., The Three Bears, Gingerbread Man, etc.).

- Make up a fairy tale or folk tale.
- Write about the Bionic Woman, Superman, etc.

3. Write class books together as a result of a field trip, input from resource person, animal experiences, etc. Let your imagination help you to take advantage of your own situation.

Using Teacher-Made Materials

Capitalize on the notion of dictionaries to expand the students' experiential base.

1. Utilize various kinds of dictionaries.

   - Use phonograms to build word family books (i.e., The "at" Book, The "og" Book).

     -- Staple all pages together and print title on cover.
     -- Print one word to a page.
     -- Have students draw or find a picture to illustrate a word.
     -- Have students write or print sentences or stories using the word.

   - Emphasize classification by making a separate dictionary for such groups as:

     -- toys
     -- animals
     -- fruit
     -- vegetables
     -- colors
     -- numbers
     -- clothing
     -- food
     -- furniture
     -- machines

   - Follow the format suggested under phonograms or make dictionaries so they are finished booklets to add to your class library.
   - Personalize dictionaries by adding to title on cover. (i.e., Our Toy Book, Room Five's Color Book, etc.)

Using Resources Available

Utilize old readers, magazines, pre-primers, and other books as reading sources.

1. Cut each story out, making a mini-book--thus one reader will make many mini-books.

   - Put a cover on the single story.

     -- Use durable paper such as colored butcher or light weight tag board, if possible.
     -- Keep in mind that construction paper is colorful, but not durable.
     -- Old wallpaper books are excellent resources for exciting, long lasting covers.

2. Type or print a title on the cover.

   - Illustrate the cover, if desired.

3. Structure the reading experience by setting the stage in the beginning and providing preview questions such as, "Read to find out what this story is mainly about." Remember what you do before an experience will help to build comprehension.

Utilize workbooks for reading readiness pictures to make booklets without syntax.

1. Cut a single picture or a group of pictures out of magazines, or advertising brochures. Paste groups of pictures onto separate sheets in sequence. Mount single pictures on sheets to be used for looking for main idea or detail.

   - Many stories will have 4 or 6 pages.

2. Put a cover on each story, using durable paper and type or print a title on it.

3. Set purpose for example: Look for the second thing that happens in the story.

Capitalize on units in science and social studies to build vocabulary and experience base with the total class.

1. As a culminating experience, learners can create "content" books which require research and content data as different from fictional format previously used. For example: All About Turtles, include pages on feeding habits, turtles as pets, where turtles live, etc.

   - Continue to encourage research expertise on an individual basis in writing center, science center, etc. (e.g., draw pictures or write stories about what you know about turtles.)

You can create high interest, controlled vocabulary booklets to supplement student created ones. Write these yourself.

1. Assign a specific learner to illustrate a booklet.

2. Assign a group of children, each doing a single page, to illustrate a booklet.

Share these language experience booklets across grades in same school, or across different schools.

1. Save and use subsequent years. Remember students enjoy most what they do or what you do.

Reinforce your student authors with regularly scheduled sharing time.

1. Have an author read his book.

2. Have authors tell about their books, highlighting a single page.

3. Share reading; one student reading one page, another student reading the next one, etc.

Use all available resources.

1. Use your school library.

   - Check out and use easy to read series.
   - Check out and use high-interest controlled vocabulary series.

2. Use your district media center.

- Check out and use supplementary readers.
- Check out and use commercial samples.

3. Use your regional libraries.

4. Use your public libraries.

Summary

1. Beginning readers can start an independent reading strand and keep track of what they read. Resources can be generated from:

   - Student dictated language experience booklets.
   - Student-made dictionaries using phonograms, classifications, etc.
   - Mini-books made from old readers, discarded books.
   - Reading-readiness booklets made from magazines, workbooks, newspapers, advertising brochures.
   - Booklets created by you.

2. Some high-interest, controlled vocabulary books can be borrowed from:

   - School library.
   - District media center.
   - Regional or public libraries.

REVIEW

THE PROCESS IN ACTION

Effective Instruction

Teaching reading effectively and providing for individual learner needs go hand-in-hand. As you are able to match learners with appropriate tasks, the probability that learners will learn increases. Becoming more and more responsive to each learner's needs is a continuous challenge.

Making Your Reading Program Work

How to make your program work for you requires that you plan, organize, manage, and teach using all of the resources you have available. In a systematic way you approach the teaching task.

Before You Begin to Teach

1. Establish the purpose for what you are doing. (Ideal Goals) You are interested in working toward development of students who know how to read, like reading, and use reading. Responsible citizenship, independence, esteem for self and others, are important goals which cannot be separated from teaching content. These, too, need to be considered.

2. Work out a tentative plan which will fit your situation. (Establish a work base, and work goals.)

3. Study the content to be taught and organize what you will teach in a tentative sequence. For skill development (word attack) skills will be organized differently for beginning readers than for advanced ones. For example, letter mastery would not be a skill to teach a student who is reading on a 6.0 level.

4. Design a system for keeping track of learner progress, e.g., teacher-kept group retrievals (records) and individual student-kept records. Have multiple copies of student-kept forms ready before program is begun.

5. Identify, or design, and organize materials to help with teaching and practicing the skills or elements identified. For ease in use, code materials and file them according to the skills you are going to teach.

6. Organize your teaching environment to include a room library of multi-level difficulty material, places for reading activity, and reading material storage.

7. Organize your teaching space to provide options for large group, small group, and independent activity.

Once You Begin

Remember that feelings and learning are never separated. Students' cognitive and affective behaviors go hand in hand. Your task is establishing a humane environment which is accepting, valuing, and expecting.

Start one new procedure at a time, establish it, then go to the next step.

1. Set guidelines in terms of what will happen when and under what circumstances.

2. Introduce the independent reading phase. Explain the importance of "reading" in learning to read and the procedure that will be followed for selecting and reading materials.

3. Introduce and distribute individual retrievals (student-kept records) and explain how they will be used, where they will be kept when not in use, and how they will be monitored. These provide written feedback for both you, the teacher, and the student.

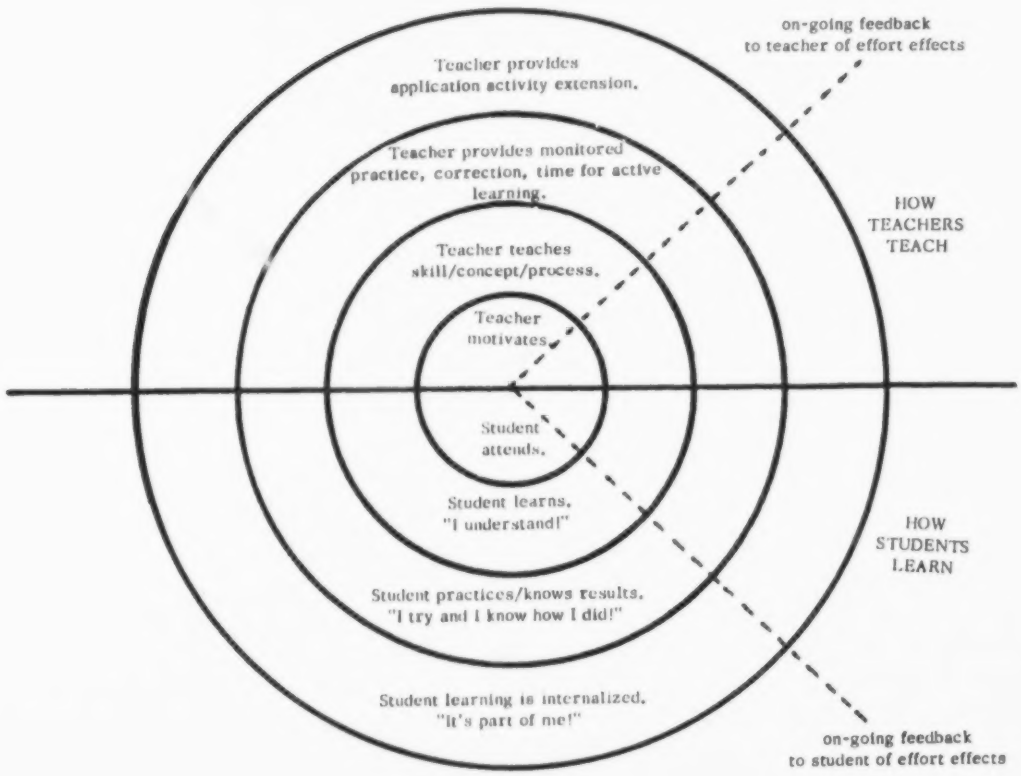
4. Provide opportunity for every learner to obtain a book or something else to read for his/her independent reading. If students select materials from the room library, permit a few at a time to get their materials while the remainder are assigned other work to do. If the school library is the resource, usually teachers prefer to have a few students at a time go to the library to select their books. The important thing is to see that every student has something to read, and that you correct selection errors, e.g., if a student chooses too difficult a book, select an easier one.

5. Once each student has independent reading materials, have each student record what he is reading and begin to read. Monitor the reading. Keep the time fairly short. This will help to guarantee a successful experience.

6. Next, determine student reading levels. One option is to conduct informal inventory testing. While the majority of the students read their independent material, form a small sub-group. Members of the sub-group will also read their independent materials while waiting their turn to be tested. Test individual students one at a time. Record each student's instructional level on your group retrieval (record). As a student is finished have him return to reading. This eliminates wasting time. It will take only two or three class periods to test the entire group. Make sure the large group knows what to do and is busy at that task before bringing a small group together. Students must know what to do now and what to do next. Transition from one task to the next should be smooth and orderly.

7. When students have all been tested, begin your instructional phase. Teach, introduce, reinforce, review, provide practice, monitor the practice, and provide for learner feedback on work done. A simple-to-install teaching/learning model follows which describes how teachers do this in a systematic way.

A MODEL FOR TEACHING AND LEARNING



Classroom activity is reviewed, evaluated, and revised, based on how students are responding to the stimuli offered. Remember, provision must be made for student independent work, (practice and application), teacher-directed large group, small group, and individual instruction, and on-going oral and written feedback for students and teachers.

Once a concept has been taught, closely monitored practice is provided to set the concept. Active learning time is stressed and immediate knowledge of results is given. As practice on a concept becomes more independent and skills are set, application experiences including independent reading are provided so the student will be able to apply the concepts and skills in varied situations. Student learning then becomes internalized.

To operationalize the process, at the beginning of each reading period, have students mark retrievals and read independently unless they are otherwise assigned. Each class period will usually include some independent reading, some instructional sub-grouping, and other language arts activities.

Finally, use and continuously refine on-going monitoring and other feedback systems.

Summary

When program is operational, you will have installed independent reading, focused instruction, and student-kept and teacher-kept retreival systems.

If all of these program phases are functioning properly, you will be motivating students by providing materials they can help select at levels they can read. You will be teaching at students' instructional levels and providing practice. You will be encouraging student responsibility and independence, and be helping students find pleasure in reading by providing reading application opportunities. You will be insuring that there is feedback for both the learner and yourself, both orally and in written form.

The result will be a system approach to reading instruction which is conceptually sound, responsive to each students' individual needs, and which works!

APPENDIX

A CHECKLIST

HOW I ESTABLISH A LEARNING CLIMATE FOR GROWING

1. I believe in myself as a teacher. I can do it!
2. I believe in my learners. They can excel!
3. I am physically, emotionally, intellectually prepared. I set realistic goals. I accept realities that cannot be changed.
4. I try to model what is desirable. I am the example! I am careful of labels.
5. I establish and re-establish a positive climate and nurture a positive attitude.
6. I work toward objectives. I teach skills directly based on continuous evaluation of what best to do.
7. I control my actions and reactions. I accept failure as a part of growing.
8. I see problems as challenges. I solve one problem at a time, work on little things, am adaptable--open to change, and I don't stop trying to grow!
9. I recognize my strengths and build on these.
10. I maintain a sense of "wonder."
11. I am a good manager.
    a. I maintain a clean, attractive environment.
    b. I organize resources (time, people, materials, space) for effectiveness, e.g., start-up time, time at tasks, transitions, kinds of grouping used, accessibility of myself to learners, accessibility of appropriate materials, areas as learning extension possibilities.
    c. I maintain effective record-keeping and other feedback systems (retrievals) which help me to use continuous diagnostic evaluation and feedback for making "next step" decisions.
    d. I maintain an orderly, disciplined, "we're here to learn", environment.
    e. I provide a variety of learning opportunities--tailored to student needs.
12. I teach effectively.
    a. I know the content to be taught and how to teach it.
    b. I provide focused instruction and feedback appropriate for learners.
    c. I give opportunity for practice at students' instructional levels.
    d. I provide for on-going opportunities for what is learned to be applied.

AFFECTIVE CLIMATE - "The student is accepted and expected to learn"		Yes	No	Not Observed
	Students are accepted and valued.			
	High performance of students is expected.			
	Success and challenge for all learners is possible.			
	Students are accountable for their behavior.			
	The environment is predictable and structured.			
	Some opportunity for student decision-making is possible.			
LEARNING CLIMATE - "The student learns"				
SPACE MANAGEMENT	Space utilization provides for immediate teacher/learner accessibility.			
	Learning areas are clean, attractive, safe, and designed for management ease.			
RESOURCE MANAGEMENT	Resources for learning are organized so that teachers and students can get to them with a minimum of effort.			
	Resources are available, when needed, are multi-leveled, are multi-modal in difficulty to provide for individual differences.			
	Resources used by learners are appropriate for the tasks assigned.			
RECORD KEEPING	Accurate records of student progress are kept.			
	Students are accountable for personal record keeping.			
TEACHING	The teacher has knowledge of the content to be taught.			
	Learning opportunities include teaching, monitored practice, feedback, correction, independent practice and application activities.			
	The teacher is available for help or has mechanisms built into the room organizational structure which allow students to get help as needed.			
	Active learning time (ALT), time on task, is high.			
	Questioning is done which elicits responses which develop thinking and have to do with problem-solving skills.			
CLASSROOM ACTIVITY	There is something specific that students have to do when class time begins.			
	Transitions from one task to another are smooth.			
	Students know what to do "next".			
	Activities are organized to insure that students know who should be where, when, doing what.			
	Students understand what their task to be done is, and why they are doing it.			
	There are appropriate large group, small group, and independent learner activities.			